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The Arts in Education: A Message from the Minister

In assuming my portfolio as Minister of Education, Citizenship and Youth, I am extremely pleased that arts education is a current priority for the Department.

The Arts in Education, a consultation paper distributed for feedback in October 2003, makes a key point about the role of the arts in our lives:

> Artistic experience is an integral part of our present collective human existence, contributing to personal, social, economic, cultural, and civic aspects of our lives. In cultures around the world, life's most important events—weddings, funerals, birthdays, graduations, religious holidays, and community occasions—are observed and celebrated through the arts. Whether we create works of art or enter imaginatively into the creative expressions of others, we experience the power of art to illuminate and extend our human experience.

The arts, with their unique contributions to learning, require distinct ways of thinking about teaching. Many educators in the arts advocate a constructivist approach to learning and teaching that has significant instructional implications. For example, teachers assume the roles of facilitator, co-learner, guide, and mentor. Students actively participate in their own learning through play, interaction, and experimentation. Carefully designed, broad questions challenge learners to use critical thinking, problem solving, self-directed learning, and collaboration. Interaction with others, especially teachers and other students, through conversations, presentations, and performances gives students experience in applying their artistic knowledge and skills. Manitoba curricula also reflect this approach, and teachers province-wide are skilled in designing their teaching to support it.

Many schools in Manitoba already provide rich opportunities for learning in the individual arts, as well as for making connections to other disciplines, such as social studies, language arts, science, and mathematics. Extracurricular activities also draw Manitoba students who welcome the chance to participate in the arts through drama productions, choral presentations, or sketch clubs.

Through our initiative *Celebrating Art in Manitoba Schools*, I currently have student art on display in my office. Every three months, new artwork will be hung in my office to showcase student talent and abilities.

In December 2003, I, along with Manitoba Culture, Heritage and Tourism and the Manitoba Arts Council, was pleased to announce a partnership with the J.W. McConnell Family Foundation to initiate a provincial ArtsSmarts program for Manitoba schools. This program assists in the infusion of arts into all curricular areas that in turn will enhance teaching and learning in the classroom.

Over the next few years, government initiatives will build on these activities to strengthen the arts in schools and in the community. Arts curriculum updating; broadened opportunities for professional development that feature teacher/artist collaboration; expanded school community arts programming; and possibilities for student/artist mentorships all are areas for attention. Through arts education, we cultivate new generations of artists and artistically literate citizens whose insights, creativity, and values will continue to enrich our lives.

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

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Progress on the Manitoba K-S4 Agenda for Student Success

The Manitoba Kindergarten to Senior 4 (K–S4) Education Agenda for Student Success is organized around six priorities. This issue of *Education Manitoba* highlights the third priority, while also updating some items of general interest.

Priority three: "Strengthening school planning and reporting"

As Nerina Robson, a colleague from a non-governmental organization (NGO), put it: "Planning helps us to be approximately right, rather than absolutely wrong." While the Agenda lists "school planning and reporting" as the target, this priority is really about improving planning throughout the education system—from the student level right through to the way that the Department operates. A major intention is to enhance collaboration with parents and community members through improved communication and involvement.

Planning already occurs throughout the education system. The Department's "Planning in Education" initiative aims to make planning more effective by working with schools and divisions. There are three major activity areas:

1. *Supporting improvement in school planning processes:* In the late 1990s, the Department mandated parent and community member involvement in school planning. The aim was to have important local partners included in decisions about a school's priorities. For the past few years, the focus has been on outcomes and evaluation. *Outcomes* are the expected results for any plan. For instance, a primary outcome area is student learning, so we would often judge a plan's success by a demonstrable improvement in student learning results. Emphasizing outcomes can help determine whether our resources or strategies are effective. Thus, there is the need for *evaluation*—being able to recognize whether target results are being achieved.

2. *Facilitating information exchange about effective school and division planning:* All Manitoba schools are expected to submit an annual report on their plans to the Department. Department staff review the reports to answer two questions. One, what priorities are schools identifying? This helps the Department to align its own activities with school priorities. Two, which schools are successfully addressing various priorities? This will allow the Department to connect schools for mutual support. Divisions are expected to report on their student services plans and will be reporting on their overall divisional plans by 2004/05. The Department will review these reports in a manner similar to school plan reports.

3. *Expecting schools and divisions to report publicly on student success:* Good planning includes effective reporting—providing the information that allows planning partners to discuss how the system is doing. Many schools have already begun to report annually to their communities. By the end of the 2003/04 school year, all schools should be doing so. School divisions should be doing so by the end of 2004/05. The Department began issuing an annual report in 2002.

If all goes according to plan, Manitobans will have increasing opportunities to be informed about and involved in educational decisions. More importantly, the education system should improve as we work together to target those priorities that are most important for students, schools, divisions, and the Department.

During 2003/04, the Department plans to release a related support document titled *Supporting Inclusive Schools: School-Based Planning and Reporting*. For more information about the Planning in Education initiative, visit <http://www.edu.gov.mb.ca/ks4/sdds/pie/index.html> or contact John VanWalleghem at (204) 945-7831 or jovanwalle@gov.mb.ca.

Other Highlights

For 2003/04, ongoing and new activities include:

- Releasing *A Profile of Student Learning and Performance in Manitoba (2002–2003)*
- Publishing support documents on the topics of: the training and qualifications of paraeducators, autism, and a guide for parents and families concerning students with special needs
- Publishing a support document on *Incorporating Aboriginal Perspectives*
- Introducing a new social studies curriculum, which includes a focus on Aboriginal perspectives
- Focusing on information and communications technology skills in the curriculum
- Developing an arts curriculum
- Revising the document *Advisory Councils for School Leadership: A Handbook for Parents, Teachers and Administrators*
- Creating an improved web-based professional learning environment to support educators
- Introducing two long-term research projects to increase post-secondary enrollment for under-represented populations through the Canadian Millennium Scholarship Foundation
- Organizing research forums related to the K-S4 Agenda
- Participating in the development and launch of a Manitoba Educational Research network website

For more information about the K-S4 Agenda, visit <http://www.edu.gov.mb.ca/ks4/agenda/>.

Researching Student Transitions

The Department of Education, Citizenship and Youth is involved with the Canada Millennium Scholarship Foundation (CMSF) and other provinces in research projects aimed at studying student transitions from high school to post-secondary education and training. The goal of this research is to provide information to education stakeholders and policy makers and build capacity in the area of preparing students for post-secondary education and career development. *The Role of Guidance in Post-Secondary Planning* study, published in March 2003 by the CMSF, indicates a need to identify best approaches to career development services and to communicate post-secondary education and financing information. Manitoba Education, Citizenship and Youth is in the process of sharing the provincial findings.

Future to Discover / *Un avenir à découvrir* (2004-2010)
Manitoba Education, Citizenship and Youth and the CMSF will examine the impact of enhanced post-secondary planning and career guidance services. The Future to Discover project targets students from low-income families with low post-secondary education participation rates. Approximately 1000 students from 21 high schools will take part in the study. The research objective is to determine whether the interventions increase the likelihood of students applying to a post-secondary education program and meeting the requirements of the chosen program for at least one year. Schools, students, and parents will be recruited in spring and fall of 2004. New Brunswick is a partner in this project.

Survey of Grades 6 to S4 Students
Another project currently under development with the CMSF and several other provinces is a survey of Grades 6 to S4 students. This survey will examine career and post-secondary planning, including students' engagement and experiences in school. The survey will also compile information on students' knowledge of available post-secondary options, the sources of post-secondary education information that are available for students, the financing of post-secondary education, and the socio-economic factors that may influence students' decisions.

Other possible research projects with the CMSF are being discussed. It is hoped that the partnership developed with the CMSF will have an impact on the Department's and schools' ability to help students take full advantage of the numerous post-secondary education and training opportunities available to them.

For additional information, contact:

Diane Cooley
Curriculum Coordinator
Program Development Branch
Email: dcooley@gov.mb.ca
Telephone: 945-6017

Keith Lowe
Research Consultant
Research and Planning Branch
Email: klowe@gov.mb.ca
Telephone: 945-8772

Basic French

The Bureau de l'éducation française Division (BEF) Basic French consultants would like to inform teachers of the following changes and materials:

1. The changes brought to the three curriculum guides: *Français de base 4e à 6e années, 7e et 8e années*, and *S1 à S4* have been sent to all the schools where Basic French is taught. Schools wishing extra copies are asked to contact Suzanne Châtelain at (204) 945-8687, toll free at 1-800-282-8069, ext. 8687, or by email at schatelain@gov.mb.ca.

2. The BEF has prepared the *Cahier culturel 2003–2004* for FL1 and FL2 schools, Kindergarten to S4. To obtain a copy, please contact Joanne Michaud at (204) 945-6914, toll free at 1-800-282-8069, ext. 6914, or by email to jmichaud@gov.mb.ca. It is also available on the Department website at: <www.edu.gov.mb.ca/trpub/fc/cahier-culturel/cahier2003-2004.pdf>.

3. The following support materials may either be borrowed at the DREF at (204) 945-8594, toll free at 1-800-667-2950, or purchased at:

Manitoba Text Book Bureau
Post Office Box 910, Souris (Manitoba) R0K 2C0
Toll free in Manitoba: 1-866-771-6822
Telephone: (204) 483-5040
Fax: (204) 483-5041
Email: mtbb@merlin.mb.ca

- The compact disc that accompanies the document *Le Festival du Voyageur, unité communicative/ expérientielle pour la 6e année en Français de base* presents a more simplified text for the videocassette Les Voyageurs by the NFB/ONF. The stock number at the Manitoba Text Book Bureau is **92061**.
- The support document *Les verbes en action pour les niveaux 4e à 6e années*, which consolidates the grammar acquired at this level (syntax, verbs, pronouns, interrogative, negative) has been sent to all schools offering Basic French at Grades 4 to 6. Extra copies may be purchased at the Manitoba Text Book Bureau (stock number **93006**).

New Course Engages Students in Current Science Issues

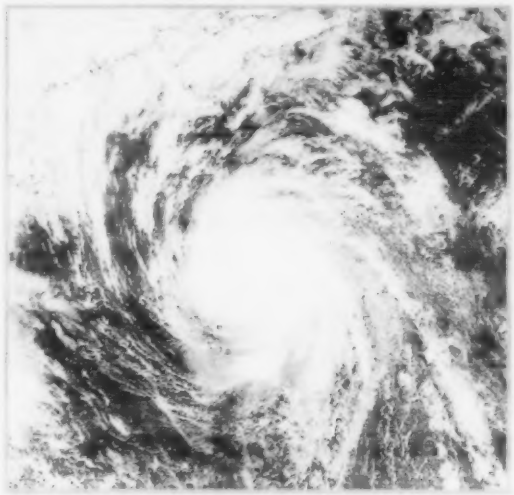
The landscape of science is dynamic and in constant change, and the challenge of science educators is to build enduring foundations for students that will assist them in understanding how science connects to their lives. Personal views on the nature of the scientific enterprise are significant indicators of how we perceive the importance of science to the national interest and the needs of the global community. Many see school science as abstract and separated from the realm of personal experience, and this view remains well into adult life. This is in dramatic contrast to the true nature of science, which is a human endeavour to make sense of the observable universe.

The history of science supplies us with many episodes that reveal human character, the struggles that exist among influential ideas, and how personalities and culture have shaped our understandings of nature. In order to respond adequately to the real realities of what it means to do science, and in an informed way communicate the certainty of science as a presence in the lives of our students, we are constantly looking for new pathways for learning in the sciences. Those pathways should give students a compelling "why?" for undertaking the journey.

As part of the science curriculum development process at Senior Years, Manitoba Education, Citizenship and Youth has designed a new elective course for students: *Current Topics in the Sciences (30S)*. The instructional design proceeds from a recognition that science, as it is conducted today, involves an interdisciplinary approach, and there should be a reflection of this aspect in curriculum, teaching, and learning. Rather than emphasizing the principles and foundations of a particular discipline for further study (e.g., biology), this course seeks to address current issues, topics, themes, points of view, and innovations through an integration of the relevant science disciplines in a way that is natural, engaging, and accessible for students.

One unique feature of *Current Topics* is that teachers and students take the lead in selecting topics or current issues that are addressed in the classroom. Nevertheless, there exists a framework of specific learning outcomes that guides the implementation of the course content that is identified and developed locally. This is a first for Canadian science curricula at a provincial level. Presently, *Current Topics* is being piloted in 12 Manitoba schools, and is intended to be of interest to a broad spectrum of student interests, aspirations, science backgrounds, or future plans. The pilot teacher group has found this project to be a learning experience. In the words of one teacher, "This is the science course I have been waiting for…one that gives me the freedom to engage my own passions and link these to the interests of my students. It's a lot of work to set up, but so satisfying watching it unfold in the science classroom." The pilot teachers themselves are assisting in the curriculum development process through the construction of local units that can then be shared with colleagues. Some of the integrated units under development and being implemented by the pilot teachers include:

- Global Warming and Climate Change
- Living and Working in Space
- Emerging Medical Technologies
- Forensic Sciences
- Sports Science and the Modern Athlete
- The Mass Extinction Debates: Evolution or Catastrophe?
- Biotechnology Today
- Earth's Fresh Water and Human Impact



Hurricane Juan approaches the Canadian east coast in late September 2003. Current catastrophic events often make for compelling human drama in a science classroom, and *Current Topics* makes available the necessary time to explore these in detail. Satellite image courtesy of Environment Canada. Reprinted with permission.

Climate change, for instance, is an area where vigorous scientific debate still exists, but the majority of the Canadian public has not had adequate opportunity to examine the evidence for or against significant climatic upheaval. It is typical for climate research scientists to access long-term archives of data that are then fed into very sophisticated computer models. These models can be adjusted as new data sets become available. Since climate has planet-wide implications, we all have a stake in the outcome of the scientific debate and what (if any) changes actually do take place.

Students have an opportunity within *Current Topics* to become contributors to the data being gathered from the environment, and to do this in real

Current Science Issues (continued)

time. This is accomplished through a unit being developed with the express opportunity for students to engage in active scientific inquiry through monitoring of the local environment. At the same time, the science of climate change becomes familiar territory for them, and they become conversant in a very important arena of public debate and policy making. This is one of the benchmarks for authentic science literacy: to be able to show concern for an issue, develop rational arguments, reason without undue passion, and assess the evidence on its own terms.

Because climate is the result of unknowable interactions, predicting long-term global climate change can be challenging, even for the best available computer-generated models. Local monitoring assists scientists in tracking local changes and provides them with the data to improve these global climate models. Students can play a valuable role in establishing local study sites and monitoring key indicators of climate change. Through the Climate Change *Current Topics* unit, classes will identify a local study site as well as the particular aspects of the site they will monitor on an ongoing basis. This could include parameters such as rainfall, soil temperature, snow cover, freeze-up, "green up" and "green down" of plants, and tree growth. Students learn how to take accurate measurements and utilize technologies such as probes, data loggers, Global Positioning System (GPS) units, and mapping software. These new data can then be connected to the huge mapping databases contained in Geographic Information Systems (GIS), and customized maps can be created for classroom use. This is science by students and for students.

Current Topics in the Sciences (30S) is available for implementation in all Manitoba schools as a science elective course for fall 2004, and inquiries relating to the new course may be directed to:

John Murray, Senior Years Science Consultant
Program Development Branch
W240—1970 Ness Avenue
Winnipeg, MB R3J 0Y9
Telephone: 204-945-7899
Toll free: 1-800-282-8069, extension 7899
Email: jmurray@gov.mb.ca

Senior Years Science Development Schedule

Course	2003-04	2004-05	2005-06	2006-07	2007-08
Senior 2 Science 20F **(compulsory)**	Continued system-wide implementation of Science 20F				
Senior 3 Current Topics in the Sciences 30S **(optional)**	Pilot Phase II: Voluntary Implementation	Voluntary implementation	System-wide implementation		
Senior 4 Integrated Science 40S* **(optional)**	Under development		Voluntary implementation	System-wide implementation	
Physics 30S **(optional)**	Voluntary implementation	System-wide implementation			
Physics 40S **(optional)**	Under development	Voluntary implementation	System-wide implementation		
Biology 30S **(optional)**	Under development	Voluntary implementation	System-wide implementation		
Biology 40S **(optional)**	Under development		Voluntary implementation	System-wide implementation	
Chemistry 30S **(optional)**	Under development		Voluntary implementation	System-wide implementation	
Chemistry 40S **(optional)**	Under development			Voluntary implementation	System-wide implementation
	Pan-Canadian Aligned Curricula Releases				

Discontinue use of all 30G curricula as of June 2005.
Discontinue use of all 40G curricula as of June 2006.

* interim course title

Web-Based Courses

Anyplace, anytime learning is a reality in Manitoba for many Senior Years students and adult learners. This flexible, modern way of learning is made possible by accessing courses via the World Wide Web. With web-based courses, teachers and students are able to access course materials and communicate with one another at times that fit their schedules from any convenient location.

When asked about their experience in teaching web-based courses, teachers typically comment that they "enjoyed the adventure of trying something new. There were no discipline/class control problems." Many students indicate that they "liked the control they had over their own time management."

Course Development and Delivery

Manitoba Education, Citizenship and Youth is partnering with schools/ divisions/districts to foster online learning in Manitoba. The Department collaborates with partners in developing web-based courses, provides the software licence, sets up and hosts courses, and provides training for online teachers. Courses are available free of charge to schools/ divisions/districts wishing to enroll students and teach web-based courses.

The availability of web-based courses makes it possible for schools/divisions/ districts to offer courses to students who would otherwise not be able to take them because of scheduling or low enrollment issues. Students can remain in their local school and have access to courses from other locations without travelling.

The Department's policy on distance learning courses is available online at <http://www.edu.gov.mb.ca/ks4/docs/policy/online_learning>.

Courses Available

Web-based courses are offered in a variety of subject areas. Currently, 26 courses have been completed, and five additional courses are in development. The table below lists Senior Years courses now available.

Schools may also request courses to be set up to complement face-to-face classes. Web-based courses can be helpful to differentiate instruction and allow additional communication via email and discussion boards.

Web-Based Courses Currently Available

Senior 1

Science (10F)

Senior 2

Applied Mathematics (20S)
English Language Arts (20F)
Geography (20G)
Pre-Calculus Mathematics (20S)

Senior 3

Applied Mathematics (30S)
Biology (30S)
Chemistry (30S)
Canadian History (30S)
Computer Science (30S)
English Language Arts: Literary Focus (30S)
English Language Arts: Transactional Focus (30S)
Pre-Calculus Mathematics (30S)
Physics (30S)
Software Applications (30S)

Senior 4

Accounting Systems (40S)
Applied Mathematics (40S)
Biology (40S)
Chemistry (40S)
Computer Science (40S)
English Language Arts: Comprehensive Focus (40S)
English Language Arts: Transactional Focus (40S)
Pre-Calculus Mathematics (40S)
Physics (40S)
Law (40S)
World Issues (40S)

To preview any of the web-based courses now available, please visit the Department's website at <http://www.edu.gov.mb.ca/ks4/tech/wbc/index.html>.

System Requirements

To access web-based courses, students require Internet access, a Pentium class computer, and Internet Explorer 5 or newer. Many courses also require students to have access to an office suite such as Microsoft Office. Certain courses require additional software.

Online Communication

All web-based courses are designed as teacher-mediated courses. Email and discussion boards are important communication tools used in web-based courses to allow students to communicate with the teacher and with each other. High importance is placed on developing a sense of community within web-based courses.

"I was surprised at how well I got to know the students, even though I never saw any of them" is a comment many teachers make when asked about their experience teaching online. Initially, there are misgivings about whether students and teachers will get to know each other, but these soon disappear as teachers and students begin to work in the course environment.

Additional Information

Requests for course set-up or additional course delivery information can be directed to 1-800-465-9915.

For information about web-based course development, please contact the Distance Learning and Information Technologies Unit (DLITU) by email at dlitu@gov.mb.ca or by telephone at 204-945-8463.

Distance Learning and Information Technologies Unit (DLITU)
<http://www3.edu.gov.mb.ca/dlc/index.jsp/>

Using ICT to Learn and Teach

Like many other facets of society, the education community uses information and communication technology (ICT) to support its goals. For example,

- teachers use ICT to activate students' prior knowledge, to present new information, and to plan and share enhanced learning opportunities
- students use ICT to acquire and develop new knowledge, and to demonstrate their understanding to various audiences
- parents use ICT to access information about, and to communicate with, their child's school

Based on research studies, demonstration projects of Manitoba Education, Citizenship and Youth, and the practical classroom experiences of Manitoba teachers, it is clear that ICT is being used to support new learning opportunities. But exactly what is information and communication technology literacy? What should students know, do, and value about using ICT to learn? How can teachers assess the knowledge, skills, and attitudes of students related to their ICT use? What indicators will communicate to parents that their child is using ICT to learn in developmentally appropriate ways?

Technology As a Foundation Skill—A Model for Implementation is a new initiative of Manitoba Education, Citizenship and Youth. With the support of experienced educators from throughout the province, it will develop a continuum of students' ICT competencies, profile ICT literacy at Grades 2, 4, 6, and 8, and provide formats for reporting home to parents. Once drafted, this continuum and the associated student profiles will be field tested in Manitoba classrooms, and the resulting model will be shared with the broader education community. In addition, this initiative will provide increased access to professional learning related to ICT use and integration into existing curricula. A parent report providing information and suggestions for how the home can further support students' ICT literacy goals will also be generated.

For more information visit <http://www.edu.gov.mb.ca/ks4/docs/support/tfs/index.html>.

Footsteps in Louis Riel

By Pauline Mitsuk, Aboriginal Resource Consultant
Louis Riel School Division

Footsteps is Louis Riel School Division's Aboriginal Initiative. It is in its sixth year and is growing. Three staff members work out of the board office, and another works full-time at one of the division's schools.

The Aboriginal Education Committee is a group of educators and community members who meet regularly to discuss and share Aboriginal education issues in the school division, to provide direction and support, and to take material back to their respective schools. One of this group's suggestions that has been implemented in division schools is a regularly updated information binder in each school library that includes a list of community resources that teachers can access.

There is a Resource Centre for teachers at the Monterey Road board office. The contents are catalogued by librarians and subsequently distributed to teachers and, occasionally, students and parents. The contents include books, posters, kits, lesson plans, CD-ROMs, and videos.

We have lunchtime meetings for students in four schools. Instructor Ida Mae Pangman also currently organizes evening drum- and outfit-making meetings in another school. In addition to these activities, I am available to schools to do presentations on various topics that pertain to Aboriginal Perspectives, and to organize sharing circles. Presentations begin with a definition of the word "Aboriginal," and an explanation of how the equivalent term in Aboriginal languages means "The People" or "Human Being." Presentations also include an overview of the Medicine Wheel and a discussion of how all people are a part of the same human race. Services are available to all 40 schools in the Louis Riel School Division, as time permits.

Pauline Mitsuk
Aboriginal Resource Consultant
50 Monterey Road
Winnipeg, Manitoba
R2J 1X1
253-2685, ext 227

The Medicine Wheel has many variations and interpretations. This one representation of the four colours summarizes the races on the earth, depicting the rainbow of humanity. It is a way to recognize we all belong; we are all related and together we make the whole.

Encouraging Global Citizenship

By Colleen Nick-Johnson, Middle Years Consultant
River East-Transcona School Division

Real-life issues are by nature interdisciplinary. Middle Years students have a developing social conscience and learn best when actively involved in community issues. Two schools in the River East-Transcona School Division are providing opportunities for Middle Years students to learn about relevant concerns.

The reclamation of a local industrial site as a bioreserve allows for a meaningful continuum of opportunities at John W. Gunn Middle School. Using this bioreserve, which is within walking distance of the school, teachers conduct short lessons or long-term integrated projects. Under the guidance of teachers Janet Leger, Chris Roe, and Amanda Tetrault, students have actively participated in planting trees, studying indicator species such as dragonflies, frogs, and big blue stem, debating environmental practice, learning more about climate change, testing water samples, and writing personal reflections. Some of their findings culminated in a presentation to Winnipeg Mayor Glen Murray at a Sustainable Development Idea Fair.

Under the leadership of teacher Jim Kovachik at École John Henderson, Grade 7 students have participated in a cooperative, integrated project entitled "Garbology." The purpose of this exercise is to determine whether schoolyard litter is disposed of randomly, or if there is a heavier concentration in locations frequented by students. Each learning group of four students collects, sorts, and weighs litter from its assigned 50'-x-50' section of schoolyard. These data are then recorded and graphed, using spreadsheet software. Results are analyzed and a question for further study is formulated. For example, "If this much garbage/litter accumulated in our schoolyard, how much litter is there in the city of Winnipeg?" Their thinking is clearly extended beyond the boundaries of the classroom, leading them to a global awareness of environmental issues.

Photo by Amanda Tetrault

Both schools offer environmental clubs called "E-Teams." Initiatives have included school-wide recycling programs, incentives for litter-free lunches, a school greenhouse, and propagation of plants for each classroom to promote internal greening and to improve air quality. Future projects will include the construction and utilization of compost bins and a shelter to house recycling materials.

> **Adolescents are affected by their environment in an all-encompassing way.**

Adolescents are affected by their environment in an all-encompassing way. "Critical thinking, decision making, and creativity are enhanced when students examine appropriate problems and take steps to solve them. In such cases, students produce or construct knowledge rather than simply act as consumers of knowledge." (National Middle School Association) Learning about environmental issues enables children to become participants in a global society.

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The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/ks4/newsletter/newsprint/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

Louise Hardy
W120-1970 Ness Avenue
Winnipeg, MB R3J 0Y9
Ph: 204-945-8806
Fax: 204-945-5060
Email: lhardy@gov.mb.ca

We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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